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ABSTRACT

The kit is intended to help educators define their practice or model and describe it in ways that make sense to others. The procedure is explained in three steps: (1) identifying practices that can be replicated; (2) describing each practice and its essential elements (minimum standards for replication); and (3) writing a prospectus to present details on the practice. In the first step, educators are asked to apply criteria of need, effectiveness, cost, divisibility, and adaptation to their practice. In step 2, describing a practice/defining a prototype, educators are guided in developing a prototypical description of practices through questions on such topics as curriculum, essential features, contexts and conditions, organization and administration, and costs. Preparing a prospectus is considered in terms of program characteristics, minimum standards for replication, and user concerns. A draft prospectus is included to show the types of information most helpful to potential adapters in making decisions about implementing a new practice. (CL)

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PREPARING A PROTOTYPE AND PROSPECTUS

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Developing A Prototype And Prospectus For Potential Adopters

What And Why?

OVER THE PAST TWENTY YEARS, great effort and expense have been devoted to the development of practices for teaching handicapped students and for training teachers and other personnel to work in special education. The results of these efforts can improve the effectiveness of the field of special education in two ways. First of all, such efforts tell us what sorts of practices and what kinds of instruction are effective in what circumstance with which children. This information helps to guide us in developing our own practices to fit our own settings and students. Second, such efforts can give us well specified and demonstrably effective models that we can use intact, thus saving much of the cost of development.

The spread of new practices in education occurs across a continuum. At one extreme is the exact replication of a practice in every detail; at the other extreme is the complete development of one's own practice. Between these extremes is adaptation, in which a new site makes use of the essentials of a model developed elsewhere but modifies aspects to fit local circumstances. Research on educational change tells us that complete replication of a practice seldom occurs, but that many educators are quite willing to try new practices when they have reason to believe they are effective and adaptable.

If a practice is to be adopted or adapted successfully, some effort is required on the part of the developer. These responsibilities include:

* Demonstrating that the practice or model is effective;
* Defining and describing the practice or model so that others can understand it and match it to local needs, conditions, and contexts; and
* Providing materials, training, and/or consultation to assist adopters in putting the practice or model to work.

THE PURPOSE OF THIS KIT

These materials will lead you through a process of defining your practice and describing it in ways that make sense to others. You know your program intimately as it operates in your own setting. To prepare it for dissemination, you need to take a step back and

view it from the perspective of potential adopters. The following pages deal with several tasks that need to be accomplished in order to delineate your model in ways that will help potential users to decide whether it fits their needs, conditions, and contexts.

1. IDENTIFY PRACTICES THAT CAN BE REPLICATED

   First, you must examine the components of your overall program to see which parts have the greatest potential for adoption or adaptation. This kit includes criteria for identifying promising practices for this purpose.

2. DESCRIBE EACH PRACTICE AND ITS ESSENTIAL ELEMENTS: DEFINE THE PROTOTYPE

   Next, you will need to describe your practice or model in terms of the questions and concerns of those who may use it. In describing it, you will need to identify those aspects that are absolutely essential to success (MINIMUM STANDARDS FOR REPLICATION) and those aspects that can be modified to fit new settings and circumstances. This kit includes questions that potential adopters should ask and offers suggestions for determining minimum standards for replication.

3. WRITE A PROSPECTUS

   A prospectus is one format for communicating with potential adopters. It presents the information that other educators need in order to decide whether adoption or adaptation of your practice would be appropriate for them.

   If you desire to disseminate your practice, an initial step is the preparation and distribution of a short brochure that presents a brief overview. The brochure represents awareness information that the practice is available. The PROSPECTUS, on the other hand, presents details of the practice to those who follow up on the brochure and request further information. The PROSPECTUS is intended to tell potential users what they should know in order to proceed further in the process that leads to implementing your practice at their sites.

IDENTIFYING PRACTICES THAT ARE READY FOR REPLICATION

A PRACTICE is a procedure, or set of procedures, for doing something. A practice might be a large model, such as a comprehensive training program for learning disabilities teachers. Or it might be relatively small and limited in scope, e.g., a new way of supervising a practicum or an effective inservice course on behavior management.

Any training program is composed of many practices. Some practices may be especially useful and effective in meeting critical needs in the field. In most cases, it is wise to concentrate dissemination efforts on a few exemplary practices, rather than attempting to "sell" a very large program. Generally, smaller practices are more disseminable because they can fit into the rest of an adopter's program without requiring wholesale program changes at the adopter site.

The first step is to define the parts of your overall program and to consider which have the greatest current potential for adoption or adaptation by others. Once you have tentatively identified the practices that could be disseminated, you can apply the following criteria to determine whether each practice has potential for adoption or adaptation.

WHICH PRACTICE OR PROGRAM IS BEING CONSIDERED FOR DISSEMINATION?

_____

_____

_____

_____

WHAT ARE THE MAJOR COMPONENTS OF THIS PRACTICE?

_____

_____

_____

_____

****

APPLY EACH OF THE FOLLOWING CRITERIA to your practice in order to judge its readiness for adoption or adaptation by others.

Need. Is there a need in the field for your practice? Can you document the need? How large is the target audience? Is the practice unusual or innovative? What sets it apart from other practices that have similar purposes? What is the competition? Is the timing right for the dissemination of this practice?

Effectiveness. Is the practice effective? What evidence do you have to show that it achieves what it claims? Can you gather additional evidence of effectiveness with a reasonable effort.

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Cost. Is the practice cost-effective to implement? How does it compare with alternative approaches?

Divisibility. Could the components of the practice be used separately, or are all components essential to success?

Adaptation. Is the practice adaptable and flexible? Are there special setting requirements that limit replication? Does the practice require unusual expertise or staffing? How much change will the practice require of adopters?

YOUR ANSWERS to these questions should help you decide whether it is worthwhile to prepare your practice for replication? The next step is to develop a clear description that will answer the questions of potential adopters.

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DESCRIBING A PRACTICE / DEFINING A PROTOTYPE

People who are interested in adopting a practice need a description that shows what the practice does, how it does this, and under what conditions it works best. Such a description helps potential adopters to make informed decisions about the relevance of a particular practice in relation to their own problems, needs, and characteristics. Moreover, once a decision to adopt or adapt the practice is reached, this description will also serve as a guide for implementation.

The following work sheets have been designed to assist you in describing your practice. By answering these questions, you should be able to identify its major features and characteristics. In doing so, you are developing a PROTOTYPE of the major structures and features of your practice, and you are providing information that should answer questions that potential users may ask.

You, your staff, and others who have been involved in your program should respond to each of the following types of questions. Salient portions of your information can then be transferred to the format of a PROSPECTUS for potential adopters.

Each cluster of questions concludes with an item concerning ESSENTIAL FEATURES. These refer to procedures or requirements that represent the core of your practice, and that must be incorporated by the adopter.

* For example, your practice may require the use of specific assessment procedures and instruments to identify initial trainee competencies. Failure to use these procedures and instruments would seriously impede implementation of the training sequence. When this is the case, then this aspect of the practice is an ESSENTIAL ELEMENT OF THE PROTOTYPE, and it can later be displayed as a MINIMUM STANDARD FOR REPLICATION in the prospectus for users.

* On the other hand, you may have developed a checklist for practicum evaluation that has worked well for you, but which is not essential for adopters to use intact. When this is the case, then this would be an aspect of the practice in which adopters have a degree of freedom in adapting the material to suit their own purposes, or developing their own material. Therefore, this aspect would not be an essential element nor a minimum standard for replication.

The work sheets that follow are intended for the description of a practice of model for personnel preparation or staff development. Where other types of practices are involved, somewhat different items may be necessary. These examples should be useful in developing a prototypical description of practices other than personnel training, and readers should modify them for their own purposes as they see fit.

PURPOSES OF THE PRACTICE

A. What are the goals and objectives of this practice?

B. What are the roles of the personnel to be trained (e.g., classroom teacher, resource teacher, principal, paraprofessional).

C. What is the theoretical orientation of the practice (e.g., behavioral, psychodyamic, etc.)?

D. What particular special populations does this practice address (e.g., students with particular handicaps, students from minority groups, infants and young children, secondary school students)?

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES?

CURRICULUM AND INSTRUCTION

A. What changes in skills, knowledge, and/or attitudes should result from the use of this practice?

B. What is new, different, or better about this approach?

C. What is the scope and sequence of training activities?

D. What methods, formats, and teaching/learning strategies have been developed or used for the delivery of instruction?

E. What is the length of the training sequence?

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES?

TRAINEES

A. What entry competencies or qualifications must trainees have?

B. How does the practice respond to individual needs or ability levels of trainees?

C. Are recruitment procedures part of the practice?

D. What incentives do trainees receive for participation?

E. Are there minimum and maximum numbers of trainees per session.

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES?

STAFF AND OTHER RESOURCES

A. What staff members are required to conduct the program? How much time is required of each person?

B. What does each staff person do in conjunction with the program?

C. What training do staff members require before they can implement the practice?

D. What kind of facility is required (e.g., how much space, special considerations)?

E. What special materials or equipment are required?

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES?

CONTEXTS AND CONDITIONS

A. What type of support is needed from the sponsoring agency, and from other agencies?

B. What support is needed from parents or community groups?

C. What is the administrative context of the practice (e.g., community agency, school district, consortium, cooperative).

D. In what geographic setting will the project work best (e.g., inner city, urban, suburban, rural, remote)?

E. What other environmental factors are important for the success of this practice?

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES?

ORGANIZATION AND ADMINISTRATION

A. What are the key administrative roles and responsibilities?

B. What personnel, fiscal, and other administrative procedures are important?

C. What activity timelines should be followed?

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES?

EVALUATION

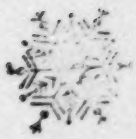
A. What procedures or instruments are used to evaluate activities and methods?

B. What procedures and instruments are used to assess trainee change?

C. What procedures and instruments are used to assess trainee impact on children (or other impacts)?

D. What procedures and instruments are used for trainee follow-up?

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES.



SPECIAL CONSIDERATIONS

A. List here any issues or problems you have encountered during program development that may be of concern to potential adopters.

B. What other aspects of the practice should be included in the prototype?

WHICH OF THE ABOVE ARE ESSENTIAL FEATURES?

COSTS

A. What are estimated start-up costs, with itemizations of expenses necessary to initiate this practice at a new site?

B. What are the operational costs of this practice, including staff, materials, facilities, and so forth (annually, per session, or otherwise)?

C. What aspects of the start-up and operational necessities would it be expected that an adopter might already have (e.g., staff on board, facilities in existence, etc.).

D. What is the approximate cost of materials? Are materials consumable, reproducible, purchasable? What is the source of materials in the future?

Assisting The Adopter

The successful dissemination of many practices requires assistance or support of some kind from the developer. Ideally, this interaction takes place in "mutual adaptation," in which developer and adopter work together to transform the practice to make it most applicable at the adoper site, while retaining those minimum standards for replication that guarantee the fidelity of the practice.

It is important to note in your prospectus the types of materials, training, consultation, or other assistance that you can make available to those who wish to use your practice. Be sure to attach costs to these services, as appropriate.

MATERIALS

List below all materials you have developed for use with your practice. These can include any administrative guides or policy manuals, as well as instructional materials, evaluation instruments, procedures, reports, and so forth. Make a preliminary decision with this list as to those which should be conveyed to the consumer and at what cost. Also make a preliminary decision as to which materials would best be developed by the adopter. Finally, consider whether you can continue to supply consumable products, or whether the consumer can reproduce them or obtain them in other ways.

TRAINING

Direct training at the adopter site is often required to ensure successful, reliable implementation of a practice. The items below include some types of training and related assistance that might be provided? Check those items that you will provide and indicate costs. Also give thought to whether you can support some of these costs, or whether all of these services will be purchased by the adopter.

Training workshops _____

Individual consultation at the adopter site _____

Demonstration at the adopter site _____

Media training packages (videotapes, cassettes, films, etc.) _____

Training modules _____

Telephone or hot-line assistance _____

Follow-up assistance _____

Troubleshooting assistance _____

SUMMARY OF COSTS FOR ASSISTING THE ADOPTER

_____ $_____

_____ $_____

_____ $_____

_____ $_____

_____ $_____

_____ $_____

_____ $_____

_____ $_____

PREPARING A PROSPECTUS

Now that you have described your practice, identified its essential features and established the kinds of assistance to be provided to adopters, you are ready to produce a PROSPECTUS. While the finished product need not be expensive to produce, it should be presented clearly and should contain information in a readable format.

A sample form for the contents of a prospectus is attached. To use this form, you can simply transfer salient elements from your prototype description and pose them as questions in the column headed USER CONCERNS. Put yourself in the place of a potential adopter and determine those questions that would be most likely to enable that person to match your practice with local needs, conditions, characteristics, and resources.

Your answers to these questions constitute the information to be presented under the column labeled PROGRAM CHARACTERISTICS. The third column is for those essential elements of the practice that are displayed here as MINIMUM STANDARDS FOR REPLICATION, or basic procedures that must be followed to ensure the success of this practice at another site. The narrow vertical column at the left may be used to show changing topics, as you move from one part of the practice to another in the prospectus.

These charts make up the central part of a prospectus. You may, however, want to add other sections, such as:

* AN ABSTRACT to overview your practice and orient the reader to the details that come later.

* SUMMARY OF EFFECTIVENESS DATA, which identifies claims of effectiveness and summarizes the evidence that shows the achievement of each claim.

* REPLICATION STRATEGY showing any steps necessary to successful replication (prior training, establishment of a demonstration program, etc.) and a timeline, if possible. The replication strategy should tell how long it should take to get the practice into operation and what kinds of start-up activities are involved.

* REPLICATION BUDGET, with estimates of the costs of implementing the practice at a new site. Start-up and operational costs should be separated. It is important to explain any assumptions that underlie this budget or any items that are not included or cannot be estimated accurately.

* REPLICATION ASSISTANCE, including the materials and assistance available from the developer. Spell out how these are obtained, their costs, and any limits on their availability.

USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION

A SAMPLE PROSPECTUS

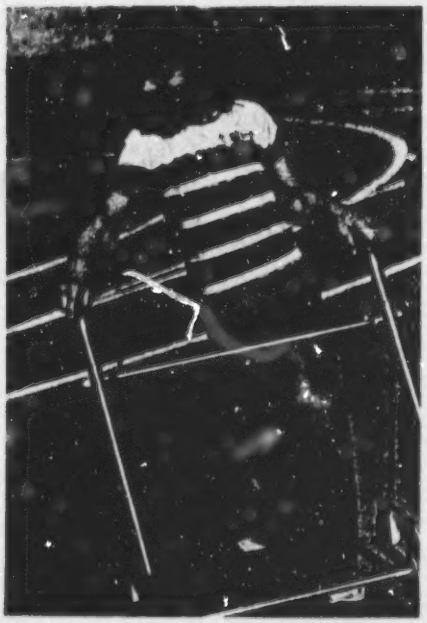
THIS IS A DRAFT PROSPECTUS PREPARED BY THE KIDS PROJECT, CENTER FOR INDEPENDENT LIVING, BERKELEY, CALIFORNIA.

ALTHOUGH THIS DRAFT CONTAINS MORE DETAIL THAN IS USUALLY NECESSARY IN A PROSPECTUS, IT IS INCLUDED IN THIS KIT TO SHOW THE TYPES OF INFORMATION THAT ARE MOST HELPFUL TO POTENTIAL ADOPTERS IN MAKING DECISIONS ABOUT IMPLEMENTING A NEW PRACTICE.

THE DISSEMIN/ACTION KIT ON "IDENTIFYING PROMISING PRACTICES" APPROACHES THE SELECTION OF NEW PRACTICES FROM THE USER'S VIEWPOINT. IT IS A COMPANION PIECE TO THIS KIT ON DEVELOPING A PROTOTYPE AND PROSPECTUS.

the KIDS Project

Center for Independent Living



A Prospectus in Draft Form

For Potential Adopters of the Practices

Of the

KIDS Project
Keys to Introducing Disability in Schools

Center for Independent Living, Inc.
2539 Telegraph Avenue
Berkeley, California 94704

The KIDS Project has arisen from the burgeoning effort to open up educational, social, cultural, and vocational activities and programs to disabled children, youth, and adults. Operated by the Center for Independent Living in Berkeley, California, the development of the KIDS Project has been funded by the Division of Personnel Preparation, Office of Special Education, U.S. Department of Education. Its major goal is to facilitate and enhance the genuine integration of disabled individuals into the mainstream of society. The conviction of the staff, substantiated by the literature on attitude change, is that successful integration can occur only when non-disabled people increase the degree of their acceptance and understanding of disabled individuals. Accordingly, KIDS programming is based on certain assumptions:

* *Where mainstreaming is implemented appropriately, the results are positive for both disabled children and regular classroom children;*
* *Effective mainstreaming requires the attitudinal education of both school personnel and children;*
* *The inclusion of disabled individuals in curriculum development and implementation is instrumental in real attitude change.*

The KIDS model was designed for direct application in the public schools. However, its focus on increased awareness of and comfort in the presence of disabled persons and on greater acceptance of differences among individuals makes it applicable to a number of settings and populations, including preservice and graduate teacher education, community agencies, arts and cultural institutions, and the many resource centers and programs commonly available to non-disabled people. The model is characterized by: the inclusion of disabled individuals as key trainers and guest speakers; the creative use of adaptive devices and equipment to give participants first-hand, personal understanding of the experience of disability; participatory inter-agency, interprofessional, and interpersonal cooperation; and well delineated sequences of innovative and meaningful teaching/learning formats, methods, and strategies. Parents, teachers, and pupils are presented with information, experiences, and relationships that will increase their awareness and acceptance of differences and disabilities.

Training programs and curricula have been developed to help children and adults to create a milieu based on acceptance and equality. These tools also assist non-disabled individuals in exploring their own attitudes and fears about disabilities, provide them with information about a range of disabilities, and increase their awareness of disabled individuals. Written materials, procedures, and suggested activities have been developed to accompany curricula.

The effectiveness of the KIDS practices has been demonstrated, and specific programmatic attributes, minimum standards for replication, and necessary resources for adoption have been identified in draft form in the remainder of this document. This information and further plans for developer assistance to adopters have been prepared in response to considerable demand for multiplication of these practices in public schools and other settings.

THE KIDS PROJECT / DEMONSTRATION OF EFFECTIVENESS: SUMMARY

THE KIDS PROJECT OF THE CENTER FOR INDEPENDENT LIVING includes a curriculum for elementary school children and an inservice training program for regular educators and other school personnel. Taken together, these programs improve the attitudes of children and school personnel toward disabled persons, and facilitate the development of a more receptive and sensitized school milieu for the successful mainstreaming of disabled children. In addition, KIDS is presently developing procedures for helping people in other communities to conduct these programs. The sections below briefly present evidence of effectiveness in each of these areas. This evidence indicates that, where attitudes toward disabled persons or knowledge about them is not already high, KIDS training significantly improves them in the great majority of cases. Berkeley, California, is unique in that many disabled persons live there and, hence, children and adults have more contact with them. For this reason, a large proportion of school personnel and children had positive attitudes and knowledge prior to training. In communities where contact is less frequent, entry attitudes and knowledge would be lower, and KIDS training would have impact on a greater proportion of participants.

School Personnel Inservice Education. Evidence was obtained from 40 persons, primarily teachers, from three urban primary schools in the Berkeley area. Both standardized and program-developed scales were used to assess attitudes toward disabled individuals. On the standardized measure (the Rucker-Gable Educational Programming Scale), participants as a group showed significant improvement (at the 0.006 level) as a result of training, and post training scores were near the level obtained by a group of special education experts. On the program-developed scale, 35 percent of participants showed positive attitude change; however, 86 percent had positive attitudes prior to the training, and this increased to 92 percent as a result of the training. The program-developed scale also included self-rating of participant knowledge. Here, 65 percent of participants believed they had knowledge of disabilities, and this increased to 91 percent after training.

Children's Training Curriculum. Evidence was obtained from a total of 245 pupils from three primary schools. The Children's Attitudes Toward Disabled People scale was used before and after training to determine changes in attitudes. Of these children, 23 percent showed more positive attitudes after the training, and the proportion of children with positive attitudes in general increased from 70 percent to 91 percent. This scale was administered to 109 children six months to one year after the end of training, and the proportion of children with positive attitudes remained at 90 percent. A program-developed equipment recognition scale was used to determine whether first-grade children could identify six common pieces of equipment used by disabled persons. While only 35 percent of children increased in knowledge, 56 percent showed complete knowledge prior to the training and, hence, could not increase. The proportion of children with complete knowledge increased to 88 percent after the training.

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Procedures for Helping Others to Use These Programs. A preliminary version was developed of a 12-hour program to train others to deliver the inservice education and children's programs. This version was tested on eight adults, six of whom were disabled, and participants improved in attitudes toward disabilities, knowledge of disabilities, and teaching skills. Most participants also believed the training helped them to identify personal attitudes that should be changed. The development of these procedures is continuing.

THE K:DS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Delimitation of the Model: Target Trainees and Pupils	*Categorical or non-categorical?*	Non-categorical. The program is designed for all non-disabled and disabled children and their teachers to increase the success of genuine integration of all children in the public schools.	Provide children and teachers with information and experience in the full range of disabilities.
	Pupil age and educational levels?	Separate curricula for K-3 (ages 5-8) and grades 4-6 (ages 9-12) regular classrooms.	
	Pupil educational needs addressed?	Social skills, affective needs, cognitive skills in terms of knowledge and acceptance of disabilities.	
	Multicultural/minority applications?	Developed and pilot tested in urban schools with multicultural populations. However, materials are available only in the English language.	
	Teacher trainees?	Inservice teacher education for regular education personnel is a major focus of the project. The inservice component is adaptable to other trainee populations, e.g., preservice and graduate teacher education; university faculty and staff; community agencies; Scout leaders; any agency or group seeking to integrate disabled individuals into previously non-disabled settings.	
	Description of training model?	The model is based on the literature of attitudinal change. Curricula for school personnel and children are experientially oriented, necessitating extensive involvement of disabled individuals as trainers and guest speakers. A wide variety of adaptive and prosthetic devices and procedures, including sign language and braille, are instrumental aspects of the model. The model, its components and curricula have been documented in sufficient detail to enable those who have been trained to adopt them.	

The KIDS Project / Program Characteristics and Minimum Standards for Replication

	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Delimitation of the Model	*Does the model consist of components?*	Two. Children's curricula and education for grades K-3 and grades 4-6. Teachers' inservice curriculum and training.	Numbers and duration of training sessions shown at left have been successful at the developer's site. Adopters have some flexibility in scheduling numbers of sessions and session duration but should approximate the developer's standards. For both children's curricula, the adopter MUST: 1. Cover all disabilities as specified in the curricula; 2. Conduct at least one of the activities listed in the curriculum guide for each disability area, e.g., small group activity, problem-solving cards, and various others; 3. Incorporate a disabled guest speaker into a session for each disability; 4. Conduct follow-up activities related to the contributions of the guest speaker. 5. Include hands-on experience with adaptive material and equipment in at least one activity for each disability.
	Are component activities specified?	The program for grades 4-6 includes eleven 60-minute sessions with learning activities and experiences concerning visual disabilities, hearing disabilities, mental retardation, emotional disturbance, learning disabilities, orthopedic handicaps, invisible conditions, and sessions on similarities/differences and stereotypes. The program for grades K-3 includes nine 40-minute sessions with learning activities and experiences concerning visual disabilities, hearing disabilities, orthopedic handicaps, mental retardation, general attitude sessions on similarities/differences and stereotypes. The inservice teacher education component is a 10-hour program covering attitudinal issues, general information, disability-related information, and strategies for classroom integration; it includes simulations and extensive experience with special equipment and adaptive procedures.	
	Could one component be adopted without the others?	While the developer recommends adoption of children's and teachers' inservice components as a package in order to create a total school milieu, one-component adoption is possible. Because no pupil program has been developed for junior high and high school applications, the inservice component might productively be adopted by secondary schools to assist teachers in integrating disabled students into the least restrictive educational settings.	

The KIDS Project / Program Characteristics and Minimum Standards for Replication

	User Concerns	Program Characteristics	Minimum Standards for Replication
Delimitation of the Model	*Have goals and objectives been specified?*	Goals and objectives for the children's programs and for inservice teacher education are expressed in the children's curriculum manual and the teachers' manual, and are related to a comprehensive set of outcome behaviors leading to the major goal of successfully and genuinely integrating disabled children into the least restrictive educational settings.	
	Procedures for consumer input?	School personnel give input via session evaluation and feedback questionnaires. The project staff includes several disabled staff members. Parents of disabled children, and disabled individuals themselves, serve as members of the project's Advisory Committee, as trainers, and as guest speakers.	Potential adopters MUST have the commitment and involvement of school district personnel, disabled individuals from the community, and interested parents in order to implement the program with success.
	Competency-based?	No. Attitude-based.	
	Is there a specific advantage of this program, as compared with others?	The program provides the opportunity for the school district, parents, and the community to work together on a mutual project. Responsibility for conducting the children's programs does not rest totally with teachers because outside teams of trainers conduct a large portion of the programs. Flexibility of the teacher inservice plan allows it to be easily adapted to the district's ongoing inservice schedule. Effectiveness of the program is easily documented.	Unless classroom teachers have had in-depth KIDS trainer training, they will not have primary responsibility for implementing the children's curricula.
	Is there something new or different about the program?	Disabled individuals are integral to the training of both teachers and parents, and thus children and teachers have many and varied opportunities to gain positive exposure to disabled individuals in a non-threatening environment and thereby explore their feelings and attitudes. While many inservice packages offer skill development, the emphasis here is on attitudinal awareness, receptivity, and accompanying change.	Disabled individuals MUST be part of training team and participate as guest speakers.

THE KIDS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Curriculum and Instruction	*Scope and sequence of training activities?*	Curricula and training manuals outline content, procedures, and activities for 9 to 11 sessions for children and 10 hours of training for school personnel. For example, the inservice education curriculum includes: * Similarities and differences * Myths and stereotypes * Movement * Communication * Medical issues * Legal issues * Strategies and adaptations for the classroom * Activities for children All training is sequentially ordered, but not developmental. The developer recommends a prescribed set of contents and activities. Situational user circumstances may necessitate the modification of the extent of the curriculum.	Curricula and training manuals have been prepared in detail, complete with reproducible learning materials, to guide the adopter in implementing the program. Curricula and training manuals are for use only by trained trainers.
	Methods, formats, and teaching/learning strategies for delivery of instruction?	Curricula and training manuals describe a very wide range of methods, formats, and teaching/learning activities; examples of only a few include: * Small group interactive sessions (including a disabled participant), as well as presentations and discussions * Simulations * Use of dialogue booklets * Open-ended sentence activities * Putting one's self in the place of a disabled individuals; use of adaptive and prosthetic devices and compensatory procedures * Use of problem-solving cards * Stereotype discoveries * Movement activities * Performance of school tasks by use of adaptive and prosthetic equipment (wheelchairs, crutches, braille writers, stylus, masks to simulate tunnel vision, etc, hearing aids, and many other items).	

THE KIDS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Curriculum and Instruction	*Length of training sequences?*	The program was pilot tested with nine 40-minute sessions for grades K-3; eleven 60-minute sessions for grades 4-6; and ten 60-minute sessions for inservice education. A prescribed schedule of all training activities is available. However, considerable flexibility is open to the adopter. The available schedule presents the K-3 program over 7 weeks, and the grades 4-6 program over an initial 6 weeks, followed by one month for completion of classroom projects, then one session focusing on these projects. The 10-hour inservice education program could be accomplished in as little as two days, or could be extended from September to June. It can be offered during school hours, where possible; after school; on weekends.	
	Numbers trained within established time frames?	One 2-3 member training team can work with three classrooms (containing 30 students each) per day. Maximum recommended sessions for children is two per week. Thus, a training team could work with three classes on Monday and Wednesday, and with three other classes on Tuesday and Thursday, for a total of six classrooms, or 180 children per week.	
	Follow-up activities?	Teachers are given recommended follow-up activities to conduct in their classrooms. For example: * Write your friend a message in braille. * Go to lunch in a wheelchair. * Find out what's accessible in your neighborhood. * Take a trust walk with a friend. * Write a puppet show about a blind child. * Draw pictures about disabled people. * Complete journal pages in response to specific questions. Project staff remain available by phone to provide further assistance.	

	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Trainees and Incentives	*Recruitment procedures?*	If the service provider is other than a local education agency, the provider first contacts school district decision-makers. District personnel recruit interested school principals, meet with principals and their staffs (including teachers and others who serve children), and secure school commitment.	Success depends on the support of district and school administration and prior endorsement of school personnel. Antecedent process orientation leads to commitment.
	Assumptions about trainee qualifications?	None.	
	Eligible trainees?	Teachers, principals, paraprofessionals, ancillary personnel (e.g., physical and occupational therapists, pediatricians), school secretaries, dietitians, other staff involved with children, parents.	
	Minimum and maximum numbers of trainees per session?	Approximately 30 participants is optimal with current staffing patterns, but this number can be increased or decreased to some extent. Several training teams to accommodate considerably larger numbers of inservice trainees per session.	
	Do trainees pay for sessions or materials?	The model was developed to provide training and materials at no charge to trainees or children.	
	Procedures for trainee feedback and evaluation?	Pre/post tests are used, and individual session feedback forms are completed.	
	College credit?	College credit for participants is an option that should be available in some settings and is strongly recommended.	
	Other incentives?	In many locations, college credit or professional development from the school district should be possible, either of which can lead to a salary step increase for participants. In the absence of these options, released time for training should be considered. Experience suggests that incentives are important motivators for teachers to participate fully in the inservice program.	

THE KIDS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Materials and Equipment	*Materials furnished by developer?*	1. K-3 Curriculum Manual (procedures, handouts, activities, discussion questions, simulations, presentations, reproducible activity sheets, etc) 2. Grades 4-6 Curriculum Manual (procedures, questions, simulations, work activity cards, problem-solving cards, presentations, reproducible activity sheets, etc) 3. Disabilities Resource Guide 4. Guest Speaker Recruitment Handbook 5. Equipment Construction and Acquisition Handbook 6. Guide to Funding Sources (may be developed) 7. Dialogue books (for adopter duplication) 8. Inservice Session Feedback Forms (for adopter duplication) 9. Pre/Post Test Forms (for adopter duplication) 10. Booklets from the Barrier Awareness Series (for adopter duplication) 11. Stereotype game	Inservice session feedback forms are required for purposes of evaluation and monitoring. All materials and equipment in the children's curricula are strongly recommended. However, adopters may use a minimum of those materials and items of equipment that are specified for the activities they elect to conduct.
	Materials and equipment furnished by adopter?	The adopter must acquire (borrow, rent, purchase, or construct) the following equipment and materials: 1. Cardboard label signs 2. Artificial limb (optional) 3. Braces, adult and child size 4. Crutches, adult and child size 5. Walker, adult and child size 6. Wheelchair, adult and child size 7. White canes, adult and child size 8. Arm extension inhibitor (construct from KIDS project model) 9. Masks to simulate low vision and blindness (construct) 10. At least one of the following: Language board, picture board, Blissymbolics. 11. Portatel or MCM 12. Hearing aid (optional) 13. Slates and styluses (several) 14. Braille writer (optional)	

THE KIDS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Materials and Equipment		15. Large-print newspaper or book 16. Finger spelling cards for all participants 17. Sign language flash cards 18. Beeper ball (optional) 19. Balloons 20. Specified selection of young children's books on disabilities (list supplied by developer) 21. Braille chart or cards 22. Twin-vision book (optional) 23. Disabled puppets (optional) 24. Sock boxes (construct) 25. Name tags 26. Roll-a-role games 27. Tactile map 28. Tape of "Unfair Spelling Test" 29. Selected films on disabled children (list supplied by developer)	
Setting and Resources	*Administrative setting?*	The model was developed by a community agency and delivered in school districts. Its practices are most likely to succeed if the program is managed and administered by: * A community agency; or * An identifiable functional unit of a local education agency with collaboration of disabled people and parents; or * A consortium or collaborative of community groups and a local education agency.	Success depends on collaboration with community groups, disabled individuals, parents, and school personnel.
	Geographic setting?	The present design of the model is suitable for small communities as well as large urban areas. For applications in remote and sparsely populated areas, mobile units and cooperative use of resources might be necessary, and the developer would offer technical assistance for such an adaptation.	

THE KIDS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Educational setting?	Public elementary schools. The inservice teacher education is designed to be school-based.	
Linkages with other agencies?	Liaisons and cooperation are necessary among community agencies, local education agencies, state education agencies, institutions of higher education, community resources for materials and equipment, parents, and disabled individuals -- in order to ensure service delivery, adequate resources, proper staffing, genuine integration, and potentials for college credit and/or staff development credits.	The program will not succeed in isolation.
Minimum necessary physical facilities?	The children's programs and the inservice program are school-based. Storage and office space is also necessary.	
Costs?	The following costs of training sessions are based on actual developer costs; adopter costs may be less if all sessions and activities are not implemented. Costs shown include interpreters, trainers, and materials; administrative and support costs are not included. For up to 30 teachers: ten 1-hour sessions = $1250 $ 4.17 per teacher per session $41.67 per teacher per full program For up to 30 teachers: two 5-hour staff development days = $935 $31.17 per teacher per full program Possibilities for bringing together larger groups of teachers are being explored; this would increase the total cost but possibly decrease the per teacher cost. For three classrooms of 30 children each: 10 sessions = $1250 $ 1.37 per child per session $13.68 per child per full program The developer is exploring the possibility of bringing together two classrooms of children, thus serving six classrooms for each series. Two additional assistant trainers would be needed. Total cost = $1830 $ 1.02 per child per session $10.17 per child per full program	

THE KIDS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

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Setting and Resources	*Operational tasks involved in program management and service delivery?*	Operational tasks of the full program model (performed by a combination of full and part time staff) include: 1. Coordination and administration 2. Fund raising (preparation of grant proposals; contractual arrangements; community fund raising) 3. Logistics coordination and liaison (scheduling of training, speakers, acquisition of equipment, community liaisons, agency liaisons) 4. Guest speaker recruitment 5. Direct training 6. Data collection and evaluation	All of these operational tasks MUST be performed.
	Staff qualifications?	Position descriptions are supplied by the developer.	
	Provision for long-term implementation and institutionalization of practices in public schools?	Optimum management arrangements for long-term institutionalization of these practices in the public schools would depend on administrative organization by: 1. A resource center in each school; or 2. A district functional unit operated by the local education agency; or 3. A permanent coalition of community groups, parents, disabled individuals; or 4. Regional centers operated by the state education agency; or	

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	USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Supports for Adoption	*Is any provision made for face-to-face support given by the developer to the adopter?*	Between September 1980 and May 1981, the developer will field test a model for training adopters to implement the full services of the KIDS project. The planned dissemination design will prepare the adopter for start-up activities, training activities, and evaluative activities. The dissemination model will be fully field tested. Technical assistance, supervision, and follow-up will also be provided by the developer.	
	Adopter commitments?	The following types of commitments are highly desirable. <u>From the School District</u> 1. Assignment of school district staff to task/work groups. 2. Release time for teachers and other personnel to participate in inservice education. 3. A commitment to make the teachers' curriculum an integral part of the standard district inservice offerings. 4. Commitments from principals to have the programs conducted in their schools and to make the children's curriculum a priority special program that will eventually become part of the standard curriculum. 5. Development of a credit mechanism with a local college to grant credit for successful teacher completion of the inservice program. 6. Provision of a budget line item to fund a section of the district resource library for books and materials concerning disabilities. 7. Provision of a budget to provide each school library with children's books and materials concerning disability. 8. Commitment to prepare grant proposals and explore other sources of funding. 9. Preparation of a budget for partial funding of the KIDS project with 94-142 funds or other district funds.	

THE KIDS PROJECT / PROGRAM CHARACTERISTICS AND MINIMUM STANDARDS FOR REPLICATION

USER CONCERNS	PROGRAM CHARACTERISTICS	MINIMUM STANDARDS FOR REPLICATION
Support for Adoption	10. A survey of the accessibility of schools in the district. From the Community 1. Commitment from individuals to join task/work groups. 2. Commitments from organizations that will assign staff members to task/work groups. 3. Access to adaptive aids and equipment. 4. Commitment to prepare grant proposals and explore other sources of funding. 5. Budgeting by organizations for partial support of the KIDS project. 6. Recruitment of individuals interested in acting as guest speakers. 7. Commitment from individuals to become trainers. 8. Access to van transportation and/or portable ramps. From the School District or Community 1. Office space to house the project staff. 2. Storage space to house project equipment, on-site and/or in-house. 3. Telephones, photocopying, and other in-kind services. 4. Secretarial and other support staff. 5. Access to transportation and portable ramps.	